



NBPTS®

Bill No. HB2

EXHIBIT NO. 5

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BILL NO. HB2

National Board Certification—A Growing Education Reform Movement

The National Board for Professional Teaching Standards (NBPTS) is part of a growing reform movement reshaping American education. NBPTS is committed to providing school districts with high-quality teachers who have a deep knowledge of content and teaching practices to support diverse learners.

National Board Certification Improves Student Learning and Teaching

- **National Board Certified Teachers (NBCTs) improve student achievement.** NBPTS has a positive impact on student achievement, according to a Congressionally mandated report by the **National Research Council (NRC)** released in June 2008. The NRC report states: *"The evidence is clear that National Board Certification distinguishes more effective teachers. . . with respect to student achievement."*
- **National Board Certification is a widely accepted form of performance-based pay.** National Board Certification is a model of pay-for-performance that is supported by teachers and administrators nationwide. More than two-thirds of the states provide salary incentives and cover the costs for teachers who pursue and/or achieve this advanced credential.

National Board Certification Helps to Retain High-Quality Teachers

- **National Board Certification retains teachers.** National Board Certification is a proven way of ensuring that the most highly accomplished teachers remain in the classroom. In Florida, for example, nearly 90 percent of NBCTs remain in teaching—which far exceeds the average 60 percent retention rate for all teachers statewide. In Ohio, 52 percent of NBCTs surveyed said they plan to stay in teaching as long as they can, as compared to 38 percent of non-board-certified teachers in the state. South Carolina had similar results. Many NBCTs mentor new and struggling teachers—those most likely to leave within the first five years of teaching.
- **NBCTs are proven teacher leaders.** Research shows that NBCTs serve in significant school-based leadership roles. For example, researcher Gary Sykes (2006) found that NBCTs give input on curricular decisions, chair departments, and organize professional development initiatives. A recent survey of NBCTs found that 83 percent mentor new or struggling teachers, and 80 percent say that teachers and educators look to them for leadership. Hispanic, African American, and Native American NBCTs report the greatest increase in leadership opportunities from National Board Certification.
- **The NBPTS Advanced Principal Certification will empower principals and teachers.** Principals are largely responsible for improving school, teacher, and student performance. They have significant responsibilities for recruiting, supporting, and retaining accomplished teachers and creating a culture of learning. NBPTS, in collaboration with other national organizations, is developing and launching Advanced Certification for Principals. NBPTS plans to launch the certification program in 2011. The plan is part of the Advanced Certification for Education Leaders, an expanded umbrella effort that also will create a new educator leadership endorsement for teachers and other school-based educator leaders.

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- **NBPTS supports effective teachers in all phases of their professional growth.** As acknowledged by the National Research Council report, NBPTS is growing in national recognition for its role in providing teachers high-quality professional development throughout the entire continuum of professional growth—including pre-service, induction, ongoing professional development, advanced certification, and leadership. Many institutes of higher education, as well as school districts, align their professional development programs with the NBPTS Standards.

National Board Certified Teachers Support Access and Equity

- **National Board Certified Teachers work in high-need schools.** Currently, 42 percent of NBCTs are teaching in schools eligible for Title I funding. In addition, nearly 46 percent of NBCTs teach in schools where more than 40 percent of students receive free and reduced lunch. In recent years, half of new NBCTs teach in these schools.
- **The National Board's programs for high-need schools are making a positive difference.** The National Board's Targeted High Need Initiative (THNI) and *Take One!* programs are increasing NBCT diversity and impact in high-need schools. THNI focuses on recruitment and support of teachers in high-need schools; and *Take One!* can be used as stand-alone professional development for any educator and by licensed teachers as an initial step in becoming candidates for National Board Certification. Both are offered separately by NBPTS or in combination with a special focus on high-need schools. A new study by Learning Point found that a large majority of teachers in high-need schools report that *Take One!* improved the quality of their instructional planning and implementation.

National Board Certified Teachers Help Connect Schools and Parents

- **NBCTs demonstrate increased parent collaboration.** NBCTs initiate positive, interactive relationships with families in their children's education. They have demonstrated increased knowledge of students through teacher-parent interaction that contributes to improved classroom outcomes—e.g., home and classroom visits, meetings, as well as phone and e-mail exchanges.
- **The certification process itself promotes relationship-building with parents.** The National Board Certification process documents proactive, results-driven relationship-building with parents. NBCT candidates must demonstrate how they engage parents in their children's education and successfully work with parents to promote their children's learning at home and in school.

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